UNIT 1

What can I do?



Scope and Sequence
المحتوي والتسلسل

Vocabulary المفردات اللغوية	**body systems:** bone, blood, heart, lungs, muscles, skeleton, stomach, swallow
Language اللغة	- Mom wants to tidy the lounge. - Capital letters: English, Egypt, Braille
Reading القراءة	A text about senses
Writing الكتابة	Choosing a suitable title for a text; a paragraph about a healthy lifestyle; notes to plan activities
Speaking التحدث	A dialog about physical and creative activities
Listening الاستماع	Interviews with children talking about senses; information about Paralympic athletes
Life skills المهارات الحياتية	**Self-management:** eating healthily, living a healthy life **Respect of diversity:** differently a bled people
Values القيم	- Appreciation of science - Tolerance
Issues and challenges القضايا والتحديات	Preventative and therapeutic health Non-discrimination issues
Integrated cross-curriculum topics التكامل عبر موضوعات المنهج	**Social studies:** a healthy lifestyle **Science:** body systems; senses

Lesson 1 My body

SB P. 8 - 9
AB P. 6 -7

Vocabulary

digestive system	الجهاز الهضمي
body	جسم
use	يستخدم
when	عندما
chew	يمضغ
swallow	يبتلع
then	ثم
stomach	معدة
special	خاص
liquid	سائل
energy	طاقة

respiratory system	الجهاز التنفسي
nutrients	مواد غذائية
need	يحتاج
breathe	يتنفس
air	هواء
through	خلال
nose	أنف
lungs	الرئتين
oxygen	أكسجين
blood	دم
heart	القلب

human body	الجسم البشري
pump	يضخ
around	حول
bones	عظام
muscles	عضلات
skeleton	هيكل عظمي
protect	يحمي
organs	أعضاء
lift	يرفع
turn	يستدير
liters	لترات

Irregular verbs

Present	مضارع	Past ماضي
eat	يأكل	ate
drink	يشرب	drank
make	يجعل / يصنع	made

Expressions and phrases

change into	يتحول الي
breathe in	يستنشق
go to	يذهب الي
is passed to	ينقل الي
made up of	مكون من
attached to	مرتبط بـ
make us strong	تجعلنا أقوياء
make us move	تجعلنا نتحرك

Listen and read. SB P. 8

Digestive system

We use our digestive system when we eat and drink. We chew and swallow food, then it goes to our stomach. In the stomach, a special liquid changes the food into energy and nutrients that we need in our bodies.



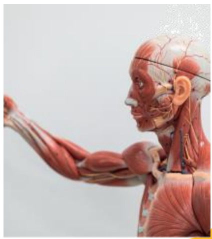
Respiratory system

We use our respiratory system when we breathe. We breathe in air through our nose, and it goes to our lungs. In the lungs, the oxygen in the air is passed to the blood. Our heart pumps this blood around our body.



Bones and muscles

Our skeleton is made up of all the bones in our body. These make us strong and protect our organs. Muscles are attached to our bones, and they lift and turn bones to make us move.



Language Notes

make مفعول + صفة / to مصدر بدون يجعل

These make us strong and protect our organs.
The boys made us angry.

that الذي / التي

In the stomach, a special liquid changes the food into energy and nutrients that we need in our bodies.

to (من الروابط التي تبين الغرض) لكي

They left and turn bones to make us move.

When مضارع بسيط + مضارع بسيط

When we move, we use our bones and muscles.

Read and learn. SB P. 9

1. When we eat and drink, we use our digestive system.
عندما نأكل أو نشرب نستخدم الجهاز الهضمي.
2. When we breathe, we use our respiratory system.
عندما نتنفس نستخدم الجهاز التنفسي.
3. When we move, we use our bones and muscles.
عندما نتحرك نستخدم عظامنا وعضلاتنا.

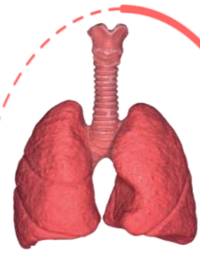
Did you know?

There are about five liters of blood in the human body.
يوجد حوالي 5 لترات من الدم في الجسم البشري.

Listen and say. SB P. 9


heart
قلب


stomach
معدة


lungs
الرئتين


skeleton
هيكل عظمي


bone
عظمة


muscle
عضله


blood
دم

Activities
On Lesson 1

1. Underline the correct words in brackets.

1. We use our (muscle – respiratory – digestive) system when we breathe.
2. We use our (digestive – bone – respiratory) system when we eat and drink.
3. Our bones and (teeth – muscles – arms) help us to move.
4. We can chew and (pump – breathe – swallow) food.
5. We breathe in air through our (stomach- nose – skeleton).
6. Our (heart – muscle – stomach) pumps blood around the body.
7. Our (skeleton – lung – heart) is made up of bones in our bodies.
8. The special liquid in our stomach changes the food into energy and (blood – bones – nutrients).
9. We use our teeth to (show – chew – share) food.
10. In the lungs, the oxygen in the air is passed to (stomach–blood – bone).
11. The bones make us (weak- hungry – strong).
12. The bones (cut – break – protect) our organs.

2. Supply the missing parts in the following dialogue:

Maged : Where does food go after we swallow it?

Mom : It goes to our (1) ....

Maged : Where is oxygen passed to the blood?

Mom : In the (2) ....

Maged : (3) ....?

Mom : Our bones and muscles protect our bodies.

3. Read and complete. (pumps – digestive – Muscles - skeleton).

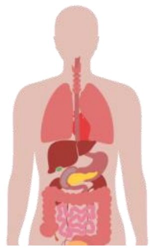
1. Our .... is made up of all the bones in our body.
2. .... are attached to our bones.
3. Our heart .... this blood around our body.
4. We use our .... system when we eat and drink.

4. Look and write.



chew - food

....



need – nutrients

....

5. Rearrange.

1. made up - Our – of – skeleton - is - bones.

....

2. our nose - in - through – air – breathe - We.

....

3. Muscles – move – us – make.

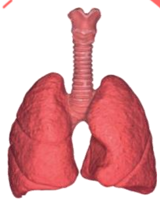
....

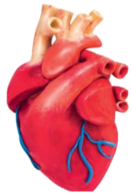
6. Read and match.

1. The bones make	a. liquid in the stomach.
2. Air	b. swallow food.
3. We use respiratory system	c. goes to our lungs.
4. There is a special	d. when we breathe.
5. We can	e. pumps blood.
	f. us strong.

7. Supply the missing letters.


bl_ _d


l_n_s


ear


s_elet_n


m_scl_


b_ _e


s_omac_


s_all_w

8. Read the passage and answer the questions.

We use our digestive system when we eat and drink. We chew and swallow food, then it goes to our stomach. In the stomach, a special liquid changes the food into energy and nutrients that we need in our bodies.

We use our respiratory system when we breathe. We breathe in air through our nose, and it goes to our lungs. In the lungs, the oxygen in the air is passed to the blood. Our heart pumps this blood around our body.

A. Fill in the blank boxes with (True) or (False):

1. Our body needs energy and nutrients. (………………)
2. We breathe in air through our ear. (………………)
3. Our stomach pumps the blood around our body. (………………)

B. Answer the following questions:

4. What do we use when we breathe?

……………………………………………………………………………………

5. What does the special liquid do?

……………………………………………………………………………………

Lesson 2 CLIL: Science Our senses

SB P. 10 - 11
AB P. 8 -9

Study carefully

Sense	الحاسة	Organ	العضو	Verb	الفعل
sight	البصر	eyes	العيون	see	يرى
taste	التذوق	tongue	اللسان	taste	يتذوق
touch	اللمس	skin	الجلد	touch/feel	يلمس / يشعر
smell	الشم	nose	الانف	smell	يشم
hearing	السمع	ears	الاذن	hear	يسمع

Vocabulary

sense	حاسة	sweet	حلو	English	لغة انجليزية
the world	العالم	savory	مالح	Arabic	لغة عربية
work	تعمل	communicate	يتواصل	Spanish	لغة اسبانية
soft	ناعم	people	الناس	versions	إصدارات
information	معلومة	deaf	أصم	Egypt	مصر
photo	صورة	learn	يتعلم	the USA	أمريكا
child	طفل	sign language	لغة الاشارة	Braille	طريقة برايل
what kind	ما نوع	complete	كامل	code	شفرة
enjoy	يستمتع	language	لغة	blind	أعمى
different	مختلف	combinations	مجموعات	dots	نقط
letter	حرف	number	رقم	word	كلمة
person	شخص	invent	يخترع	dish	طبق
leaves	أوراق الشجر	rose garden	حديقة ورود	fireworks	ألعاب نارية
fur	فرو	prefer	يفضل	temple	معبد

Irregular verbs

Present	مضارع	Past ماضي	Present	مضارع	Past ماضي
understand	يفهم	understood	take in	يستوعب	took
see	يرى	saw	mean	يعني	meant
hear	يسمع	heard	speak	يتحدث	spoke
smell	يشم	smelt	learn	يتعلم	learnt

Expressions and phrases

feel with	يشعر بـ	all the time	طوال الوقت
think about	يفكر في	have different ways	له طرق مختلفة
look at	ينظر الي	have difficulty hearing	لديه صعوبة في السمع
kind of	نوع من	complete language	لغة مكتملة
way to	طريقة لـ	punctuation marks	علامات الترقيم
find out	يعرف	invented by	اخترع بواسطة
around the world	حول العالم	different from	مختلف عن
like	مثل	is called	يدعي/يسمي

How do we use different senses

SB P.10



We use our senses every day to help us understand the world around us. We use our eyes to see and our ears to hear. We smell with our nose, taste with our tongue, and we can feel with our skin. Think about where you are now.

What can you see? What can you hear? Our senses are working all the time and they take in a lot of information. Look at the photo. What can the child smell? What do you think he can feel? What kind of food do you enjoy? Some foods are sweet, and some are savory. We taste lots of different kinds of food every day. Some people cannot see or hear, so they have different ways to communicate. People who are deaf or have difficulty hearing can learn sign language.



It is a complete language, like English, Arabic or Spanish, and there are different versions of it around the world - sign language in Egypt is different from sign language in the USA.



Braille is a code which people who are blind or have difficulty seeing can use to read. It has different combinations of dots. They can be a letter, number, punctuation mark or word.

The person reading can touch the dots to find out what they mean. Braille was invented by Louis Braille.

Punctuation Marks

Capital letters الحروف الكبيرة

1. لابد أن تبدأ أي جملة بحرف كبير:

Ali is a doctor.

2. أسماء الدول لابد أن تبدأ بحرف كبير:

Egypt - USA - Cairo - London

3. أسماء اللغات:

English - Arabic - Spanish

4. الضمير (I) بمعني أنا في أي مكان في الجملة:

My brother and I are tall.

5. أسماء الأشخاص:

Hoda - Ahmed - Samar - Amr - Sameh

5. أسماء الأيام والشهور والمواد الدراسية:

Monday - Saturday - March - January - English - Arabic

Check Point: Punctuate

1. they loved egyptian food when they lived in cairo.

....

2. mr gamal prefers arabic music to african music.

....

3. mrs azza reads braille because she can't see well.

....

4. louis braille invented the braille code.

....

5. the english roses in London in august smelled sweet.

....

6. we visited luxor in june and went to the karnak temple.

....

Activities
On Lesson 2

1. Underline the correct words in brackets.

1. We can (smell – taste – touch) with our tongue.
2. We can see with our (ears – eyes – skin).
3. We can feel with our (skin – ears – eyes).
4. We can hear with our (lungs – ears – hearts).
5. We can smell with our (eyes – ears – nose).
6. We use our senses to (make – cut – understand) the world around us.
7. Our senses are (working – smelling – tasting) all the time.
8. Our senses take (off – in – out) a lot of information.
9. What kind (of – in – at) food do you like?
10. A (deaf – blind – dumb) person is a person who can't see.
11. A (dumb – blind – deaf) person is a person who can't hear.
12. Some foods are sweets. Others are (savory – hungry – thirsty).
13. Braille is a (code – food – sense) the blind people use to read.
14. Blind people (hear – feel – read) the dots with their fingers.
15. Braille has different (walls – windows – combinations) of dots.
16. Braille was (breathed – attached – invented) by Louis Braille.

2. Rearrange.

1. smell - our - We - nose- with.

....

2. our - use - eyes- to -We –see.

....

3. We - every day - use - senses – our.

....

4. people – cannot - see - Some - hear – or.

....

3. Listen and complete.

chew - speaks - called - sign

1. Yusuf .... Arabic and English.
2. We can .... and swallow food.
3. We have different kinds of .... language.
4. My teacher is .... Mrs Fatima.

4. Look and write.



hear - ears

....



see - eyes

....

5. Supply the missing letters.



si_ _t



hea_ _ng



sm_ _l



t_ _ch

6. Read and complete.

hear - eyes - skin - nose - senses

We use our (1) .... every day to help us understand the world around us. We use our (2) .... to see and our ears to (3) .... We smell with our (4) ...., taste with our tongue, and we can feel with our (5) ....

7. Read the passage and answer the questions.

Braille is a code which people who are blind or have difficulty seeing can use to read. It has different combinations of dots. They can be a letter, number, punctuation mark or word. The person reading can touch the dots to find out what they mean. Braille was invented by Louis Braille.

A. Fill in the blank boxes with (True) or (False):

1. Braille is a kind of food. (……………….)
2. Braille helps deaf people. (……………….)
3. Braille has no dots. (……………….)

B. Answer the following questions:

4. How can a blind person read in Braille?

……………………………………………………………………………………….

5. Who invented Braille?

……………………………………………………………………………………….

8. Look and write a paragraph of FOUR (4) sentences.



……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

9. Punctuate.

i visited france and england

…………………………………………………………………

Lesson 3 Language

SB P. 12 - 13
AB P. 10 -11

Vocabulary

ask	يسأل
smile	يبتسم
disappointed	محبط
answer	يجيب
creative	ابداعي
happy	سعيد
pencils	أقلام رصاص
but	لكن
after	بعد
brain	مخ
control	يتحكم
remember	يتذكر
music	موسيقي
movement	حركة
parts	أجزاء
halves	أنصاف
science	علوم
activities	أنشطة

tidy	يرتب / ينظم
let's	هيا بنا
matter	مسألة
want	يريد
paint	يدهن/ يلون
today	اليوم
paper	ورقة
first	أولا
before	قبل
main	رئيسي
areas	مناطق
cerebrum	مخ
cerebellum	مخيخ
balance	توازن
tired	متعب
such as	مثل
solve	يحل
hemisphere	نصف الكرة المخي

lounge	صالة
practice	يمارس
park	حديقة
something	شئ ما
picture	صورة
all	كل
too	ايضا
kitchen	مطبخ
stem	جذع
important	هام
jobs	مهام
thoughts	أفكار
memories	ذكريات
joins	تربط
hungry	جائع
maths	الرياضيات
problem	مشكلة
art	فن / رسم

Irregular verbs

Present	مضارع	Past	ماضي
do/ does	يفعل	did	
say	يقول	said	
go	يذهب	went	
think	يفكر	thought	

Present	مضارع	Past	ماضي
choose	يختار	chose	
know	يعرف	knew	
draw	يرسم	drew	
take	يأخذ	took	

Expressions and phrases

have to	يجب
would like to مصدر	يحب
look disappointed	يبدو محبط
join the two parts	يربط الجزءين

make a choice	يختار
What's the matter?	ما الامر
do drawing	يقوم بالرسم
controls our senses	يتحكم في حواسنا

Listening

Read the story. SB P. 12

What do Adam and Kareema like to do?



It is Saturday, so there's no school. What are we doing today, Mom?' asks Kareema.

'We have to tidy the lounge. Then you can choose what you want to do,' says Mom.

Kareema's brother Adam smiles. 'I know what I want to do!' he says. 'Let's go to the park. We can run and play. I want to practice football.'

Kareema looks disappointed.

'What's the matter?' asks Mom.

'I like the park,' Kareema answers. 'But I want to do something creative this afternoon. I would like to draw or paint a picture. Adam goes to the park every week.'

'Kareema always does drawing!' says Adam.

Mom smiles. 'I think we can all be happy today. Let's go to the park. We can play there and we can take pencils and paper with us. You can draw in the park, too. But first, let's tidy the lounge.'

Did you know? SB P.12,13



Our brain controls how we move, what we remember, and the choices we make.

يتحكم دماغنا (المخ) في كيفية تحركنا ، وما نتذكره ، والخيارات التي نتخذها.

The three main areas of the brain are the cerebrum, the cerebellum and the brain stem, and they all have important jobs.

المناطق الرئيسية الثلاثة للدماغ هي المخ والمخيخ وجذع الدماغ ، وجميعهم لديهم وظائف مهمة.

The cerebrum controls our senses, thoughts, how we speak, and our memories.

يتحكم المخ في حواسنا وأفكارنا وكيف نتحدث وذكرياتنا.

The cerebellum controls movement and balance. The brain stem joins the two parts of the brain

يتحكم المخيخ في الحركة والتوازن. يربط جذع الدماغ جزئي الدماغ.

There are two halves, or hemispheres, in our brain.

يوجد نصفين كرويين في المخ.

The left hemisphere is important for math, science, and solving problems.

النصف المخي الأيسر مهم للرياضيات والعلوم وحل المشكلات.

We use the right hemisphere in creative activities such as art and music

نستخدم النصف المخي الأيمن في الأنشطة الإبداعية مثل الفن والموسيقى.

Language focus

Present simple المضارع البسيط

1. التكوين هو التصريف الأول للفعل وله شكلان:

الشكل الأول: الفعل بدون إضافات (المصدر بدون to)

مع (I / you / we / they / الاسم الجمع)

والشكل الثاني: بإضافة (s / es / ies) إذا كان الفاعل (He / she / it / اسم مفرد) مثل:

I, You, We, they اسم جمع →	eat / run / walk / sing
He, She, It اسم مفرد →	eats / runs / walks / sings

انظر إلي الصور التالية وادرس الأمثلة أسفل الصور:



Kareem always does drawing!



Adam goes to the park every week.

كيف نضيف (s/ es / ies) الي نهاية الفعل؟

1) إذا انتهى الفعل بـ (x /o / ss / ch / sh / ss / z) نضيف للفعل es:

I, You, We, they اسم جمع	→	wash / watch
He, She, It اسم مفرد	→	washes / watches

I wash my car. He washes his car.

2) إذا انتهى الفعل بحرف y مسبوق بحرف ساكن تحذف ونضيف ies:

I, You, We, they اسم جمع	→	cry / try
He, She, It اسم مفرد	→	cries / tries

I try to help him. She tries to help him.

3. إذا انتهى الفعل بحرف y مسبوق بحرف متحرك (a / e/ i / o/ u) نضيف s فقط:

I, You, We اسم جمع	→	enjoy / play / pray
He, She, It اسم مفرد	→	enjoys / plays / prays

4. باقي نهايات الأفعال نضيف s فقط

I, You, We اسم جمع	→	cook / start / find
He, She, It اسم مفرد	→	cooks / starts / finds

I cook lunch. She cooks lunch.

2 الاستخدام:

1. يعبر عن الحقائق الدائمة وشبه الدائمة
- He works in a hospital.

2. يعبر عن العادات
- I always get up at six o'clock.

3. يعبر عن الأحداث المتكررة
- I go to school every day.

3. الكلمات الدالة عليه:

أ) المجموعة الأولي:

usually عادة	often غالبا	sometimes أحيانا
always دائما	never أبدا / لا	

هذه الظروف تسمي ظروف التكرار وغالبا تأتي بعد الفاعل أو بعد فعل يكون :

- I usually study my lessons.
- I am usually late.

ب. المجموعة الثانية:

in (winter/ summer) في (موسم)	from time to time من حين لآخر
on يوم (Friday / Saturday) في (يوم)	as usual كالمعتاد
every / each (day / week ..) كل (يوم / أسبوع ..)	Once / twice.. a day / week .. مرة /مرتين ..في اليوم/ الأسبوع

هذه الظروف تأتي غالبا في بداية أو نهاية الجملة:

- I visit my friend from time to time.
- It rains in winter.

4) النفي :

He / She / It	الاسم المفرد	doesn't	لا	+ مصدر الفعل + التكملة
I / you We / They	الاسم الجمع	don't	لا	

Examples:

- He likes eating fruit.
- He doesn't like eating fruit.
- They plant trees.
- They don't plant trees.

5) السؤال بهل

Does	هل	+ he / she / it	اسم مفرد	+ مصدر الفعل ?
Do	هل	+ I / you / we / they	الاسم الجمع	

She drinks coffee. Does she drink coffee?
- Yes, she does. // No, she doesn't.

They plant trees. Do they plant trees?
- Yes, they do // No, they don't.

6) السؤال بأداة استفهام

أداة الاستفهام	does	he / she / it الاسم المفرد	مصدر الفعل	التكملة ?
	do	I / you / we / they الاسم الجمع		

Where does he play football? What do they plant?

Note the following:

Verb to be

نستخدمه كفعل أساسي في المضارع كما يلي:

الاثبات	النفي	السؤال بهل
I am = I'm أنا أكون	I am not أنا لا أكون	Am I ...? هل أنا ؟
He is = He 's هو يكون	He isn't هو لا يكون	Is he ..? هل هو ؟
She is = She's هي تكون	she isn't هي لا تكون	Is she ..? هل هي ؟
It is = It's هو يكون / هي تكون لغير العاقل	It isn't هو لا يكون/ هي لا تكون	Is it..? هل هو / هي ؟
You are = You 're أنت تكون / انتم تكونون	You aren't أنت لا تكون	Are you ..? هل أنت ؟
We are = We're نحن نكون	we aren't نحن لا نكون	Are we ..? هل نحن ؟
They are = They're هم يكونون / هن يكن	they aren't هم لا يكونون	Are they ..? هل هم ؟

He is Ahmed. He isn't Ahmed. Is he Ahmed?

They are busy. They aren't busy. Are they busy?

Activities On Grammar

1. Underline the correct words in brackets. (Structure)

1. Asmaa (speak – speaks – speaking) English.
2. Ahmed (going- go – goes) to school every day.
3. She (am – is – are) hungry.



4. They (is - are - am) tired.
5. I (am - is - are) happy.
6. kareema always (do - does - is doing) drawing.
7. I (has - have - having) one brother.
8. Tarek (have - has - is) two sisters.
9. We (do - does - doing) cookery class.
10. Sami and Adel (playing - plays - play) volleyball on Mondays.

2. Rewrite the following sentences using the words in brackets:

1. Nada likes playing volleyball. (I)
....
2. We watch TV at night. (She)
....
3. I am Omar. (He)
....
4. Sara never plays at break. (doesn't)
....
5. I go to the library as usual (usually)
....
6. Nada played chess last week. (every week)
....

3. Correct the mistakes.

1. She want to run in the park.
....
2. Does you tidy your room every day?
....
3. The brain are the most important organ of the body.
....
4. Do the heart pump blood around our body?
....
5. I likes playing sports at the weekend.
....
6. He don't like listening to music.
....

Activities
On Lesson 3

1. Underline the correct words in brackets. (Vocabulary)

1. My mother told me to tidy the (lounge – park – language)
2. We can run and play in the (museum – bank – park).
3. I want to (practice – smile – answer) football.
4. Mona looked (happy – disappointed - creative) because she didn't get good marks.
5. I want to do something (bad – wrong – creative) such as drawing.
6. I would like (drawing – to draw – draw) a nice picture.
7. Noha always (makes – takes – does) drawing.
8. Our brain (stops – controls – walks) how we move.
9. I can't (join – control – remember) where I put my pencil and paper.
10. The (cerebellum – cerebrum - brain stem) controls our senses.
11. The (cerebellum – cerebrum - brain stem) controls movement and balance.
12. The (cerebellum – cerebrum - brain stem) joins the two parts of the brain.
13. There are two (dots – sign - hemispheres) in our brain.
14. The (right – left - middle) hemisphere is for solving problems.
15. The (middle – left - right) is used for creative activities.

2. Read and complete.

park – remember – matter - drawing

1. What's the ....?
2. I like going to the ....
3. I always do ....
4. Our brain controls how we move and what we ....

3. Underline the correct words in brackets. (Structure).

1. We (don’t – doesn’t – isn’t) go to school on Friday.
2. Dad always (reading - read – reads) the newspaper.
3. Nada and Ingy (like – likes – liking) taking photos.
4. What do you (does – doing – do)?
5. He doesn't (watch – watches – watching) TV at night.
6. (Is – Do – Does) she go to the park every week?

4. Rewrite the following sentences using the words in brackets:

1. She is from Sudan. (comes)
   ....
2. I don't want to go swimming. (He)
   ....
3. Hoda reads stories. (always)
   ....
4. She likes playing the music. (I)
   ....

5. Correct the mistakes.

1. We goes to the club on time.
   ....
2. Do he study English?
   ....
3. I doesn't like drawing.
   ....
4. Mona always go to school on Friday.
   ....

6. Supply the missing parts in the following dialogue:

Ali : What does our brain control?
Sally: (1) ....
Ali : (2) ....?
Sally: The three main areas of the brain are the cerebrum, the cerebellum and (3) ....
Ali : Wow! That's fantastic.



7. Rearrange.

1. cerebrum- our - The – controls - thoughts.

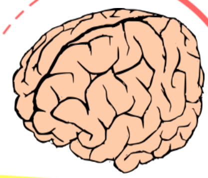
……………………………………………………………………………

2. cerebellum - controls- and – movement – The – balance.

……………………………………………………………………………………………

8. Supply the missing letters.

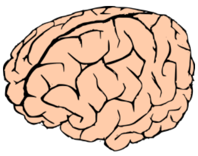

sm_ l_


br_ _n


l_ _ nge


p_ _k

9. Look and write.


think – brain

………………………………………


play – park

………………………………………

10. Read the passage and answer the questions.

Our brain controls how we move, what we remember, and the choices we make. The three main areas of the brain are the cerebrum, the cerebellum and the brain stem, and they all have important jobs. The cerebrum controls our senses, thoughts, how we speak, and our memories. The cerebellum controls movement and balance.

A. Fill in the blank boxes with (True) or (False):

1. The cerebrum controls our senses. (…………………)
2. The cerebellum controls movement and balance. (…………………)
3. We make choices with our brain. (…………………)

B. Answer the following questions:

4. Where is the cerebrum? ……………………………………………………
5. What are the three main areas in the brain? ……………………………

Lesson 4 Parasports

SB P. 14 - 15
AB P. 12 - 13

Vocabulary

national team	الفريق الوطني
Parasports	العاب المعاقين
competition	مسابقة
the Olympics	الاولمبياد
country	دولة
everyone	كل شخص
Egypt cup	كأس مصر
Rio	ريو
bronze	برونزية
race	سباق
New Zealand	نيوزيلاندا
train	يتدرب
dedication	تفاني
swimmer	سباح
second place	المركز الثاني

Paralympic games	العاب أولمبية
opportunities	فرص
athlete	لاعب رياضي
meter	متر
each time	كل مرة
swimming	السباحة
times	مرات
gold	ذهبية
medals	ميداليات
different	مختلف
championship	بطولة
Africa	أفريقيا
hard work	عمل شاق
first place	المركز الأول
third place	المركز الثالث

sitting volleyball	كرة طائرة من وضع الجلوس
international	دولي
disabilities	إعاقات
same	نفس
sports	الرياضة
champion	بطل رياضي
female	أنثي
silver	فضية
runner	عداء
including	متضمنا
team	فريق
Brazil	البرازيل
level	مستوى
age	سن
join	ينضم إلي

Irregular verbs

Present	مضارع	past	ماضي
win	يفوز	won	
has/have	يملك	had	
hold	يعقد	held	
take place	يحدث	took place	
get to	يصل	got to	
tell	يخبر	told	

Expressions and phrases

get to	يصل الي
have fun	يستمتع
do sport	يمارس رياضة
is held	يعقد / يقام
take part in	يشارك
four times a year	أربع مرات في السنة

Reading

Read and listen. SB P. 14

The **Paralympic Games** is an international competition for athletes with disabilities. Like the Olympics, it takes place every four years, and is held in a different country each time. **Parasports** is an important area in sports, and Egypt has many athletes who take part in these competitions.



Aya Ayman Abbas is a swimming **champion** who has won the Egypt Cup three times. She was the first female Egyptian Paralympic swimmer in Rio in 2016. She has won lots of gold, silver and bronze medals in many different countries.



Mostafa Fathalla is a runner who takes part in 100-meter, 200-meter and 400- meter races. He joined the national team in Egypt in 2006, and has taken part in lots of international competitions. He has won many medals, including gold in the World Championship in New Zealand.



Ahmed Abdel Fattah plays sitting volleyball. He took part in the 2016 Rio Paralympics, where the team won bronze. He has played with his team in Africa and Brazil and they have won many international competitions for Egypt.

Being a Paralympic or Olympic athlete takes years of **dedication** and hard work. Not everyone can get to this level, but there are many opportunities for everyone to take part and have fun doing a sport they enjoy.

Activities
On Lesson 4

1. Underline the correct words in brackets (Vocabulary).

1. The Paralympic Games is an international (food – competition – subject).
2. The Paralympic Games takes (in- part- place) every four years.
3. (Athlete - Swimmer - Parasports) is an important area in sports.
4. Aya Ayman Abbas is a swimming (champion- medal- country).
5. The Paralympic Games is (helped- held- won) in a different country each time.
6. Aya Ayman has (changed – won – left) a lot of medals.
7. Aya Ayman was the first (thing – male – female) paralympic swimmer in Rio.
8. Aya Ayman has won (wood - metal - gold) medals.
9. Mostafa Fathalla is a (footballer – runner – vet).
10. Mostafa Fathalla takes (part – off- out) in a lot of races.
11. Mostafa Fathalla (took –joined – won) the national team in 2006.
12. Ahmed Abdel Fattah plays (standing – sitting – dancing) volleyball.
13. Being a Paralympic or Olympic athlete takes years of (dictation – germination – dedication).
14. There are many (opportunities- pictures- diets) for everyone to take part in the Olympics.
15. I enjoy (making – doing – carrying) sports.

2. Read and write T (True) or F (False)

1. Mostafa Fathalla joined the national team in Egypt in 2005. ☐
2. Ahmed Abdel Fattah plays sitting volleyball. ☐
3. The Paralympics is held every year. ☐
4. You need to work hard to take part in parasports. ☐

3. Supply the missing parts in the following dialogue:

Rola : Who is Aya Ayman Abbas?

Jena : ……………………………………………

Rola : What has she won?

Jena : ……………………………………………

Rola : ……………………………………………?

Jena : She was the first female Egyptian Paralympic swimmer.

4. Rearrange.

1. takes - in - **Egypt** – part - a lot of - competitions.

………………………………………………………………………………

2. has – medal – **She** – gold - a - won.

………………………………………………………………………………

5. Look and write.



play – volleyball

………………………………………



paralympics – held

………………………………………

6. Read and complete.

competitions - runner- athletes- takes

1. Mona has won a lot of ……………………………
2. The paralympic games …………………………… place every four year.
3. Egypt has many …………………….. .
4. Mostafa Fathalla is a ……………………..

7. Punctuate.

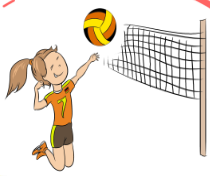
mohamed salah is a very famous footballer

………………………………………………………………………………

8. Supply the missing letters.



pa_asp_rt



volle_bal_



r_ _ner



_ _immer



l_v_l



m_d_l

9. Look at the pictures and answer the questions.



What has he won?

………………………………



What does he play?

………………………………



What does she enjoy?

………………………………



What does Egypt have?

………………………………



What is the paralympic games?

………………………………



What does Hana do?

………………………………

10. Look and write a paragraph of four (4) sentences.



……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

Writing Vocabulary

nervous system	الجهاز العصبي	several sentences	جمل عديدة	topic sentence	جملة موضوعية (تمهيدية)
healthy diet	نظام غذائي صحي	carbohydrates	كربوهيدرات	right food	طعام مناسب
title	عنوان	routine	روتين	a range of	مجموعة من
vitamins	فيتامينات	minerals	معادن	sugar	سكر
fat	دهون	protein	بروتين	active	نشيط
snacks	وجبة خفيفة	develop	يطور	summarize	يلخص
clear way	طريقة واضحة	extra	اضافي	type of	نوع من
perhaps	ربما	exercise	تمرين	main body	الجسم الرئيسي
regularly	بانتظام	habits	عادات	mental health	صحة ذهنية
conclusion	الخاتمة	as well	بالمثل	middle	منتصف
fiber	ألياف	tips	نصائح		

Choosing the best title SB P. 16

Writing tip!

When you choose a title for a text, you need to summarize what it is about in a quick and clear way. You don't need any extra or unimportant information. It's a good idea if you can make it funny or interesting, too.

اختيار أفضل عنوان:

عندما نختار عنوان للنص : نحن بحاجة الي:

1. تلخص ما يدور حوله النص بطريقة واضحة وسريعه.
2. لا نحتاج الي معلومات إضافية أو غير مهمة.
3. من الجيد أن نجعله مضحك أو شيق.

Check: Choose the best title for each paragraph:

- Do sports every day!
- Tips for a healthy diet
- Unhealthy habits
- Why you need to eat fruit
- How to start an exercise routine

1. ....

Starting an exercise routine is hard, but it's a good idea to try to do some exercise three to five times a week. It's easier if you find a sport you enjoy doing, perhaps something you can do with friends. Find a time that is easy for everyone in your family.

2. ....

Eating the right food is very important for our health. We need a range of different kinds of food, with lots of vitamins and minerals. We shouldn't eat too much sugar or fat, and fruit and vegetables are healthy choices. It's important to drink lots of water, too, especially on hot days.

3. ....

It's fun to play video games sometimes, but it's good to be active as well. Sitting still for a long time isn't good for your health. Sometimes people eat more unhealthy snacks when they are watching TV or playing on the computer. Try not to develop unhealthy habits.

Did you know? SB P. 16

A paragraph is made up of several sentences (**3-8 sentences**). A paragraph contains a topic sentence, main (**body**) sentences and a conclusion sentence.

البراجراف / الفقرة الانشائية:

1. يتكون البراجراف من مجموعه من الجمل (**من 3 الي 8 جمل**)
2. لابد أن يحتوي البراجراف علي جملة موضوعية (**تمهيدية**) و جمل رئيسية (**جسم البراجراف**) وجملة خاتمة.

لاحظ ما يلي جيدا

1. **الجملة الموضوعية / التمهيدية:**

هي الجملة الاولي في البراجراف، وهي تقدم الموضوع الذي سوف نتحدث عنه.

2. **الجمل الرئيسية / الجسم:**

توضع هذه الجملة بعد الجملة التمهيدية وتكون في المنتصف بين الجملة التمهيدية والخاتمة .وهي تعطينا المزيد من المعلومات عن الجملة التمهيدية وتسمي ايضا جمل مدعمه.

3. **الجملة الخاتمة:**

الجملة الخاتمة تكون في نهاية البراجراف ، وهي تنهي البراجراف.

Check:

Topic sentence	It's fun to play video games sometimes, but it's good to be active as well.
Body	Sitting still for a long time isn't good for your health. Sometimes people eat more unhealthy snacks when they are watching TV or playing on the computer.
Conclusion	Try not to develop unhealthy habits.

Read the text:

You are organizing a summer camp for children aged nine and ten. What kind of activities can you do? Think of a mixture of physical and mental activities. Why are they important? Plan activities for the morning and afternoon. Choose what you can have for lunch and for snacks. camp! Summer To lead a healthy life, we need a mixture of physical and mental activities. Physical activity is good for your body. It makes our muscles strong and helps us use up the calories we get from food. Mental activities are good for our brain. When you draw, paint, write, or play an instrument, you really focus on the creative activity, so you relax. Come to our three-day summer camp. Play sports and learn new skills. Make friends and have fun!

Check:

You are organizing a summer camp for children aged nine and ten.
What kind of activities can you do?
Think of a mixture of physical and mental activities.
Why are they important?
Plan activities for the morning and afternoon.
Choose what you can have for lunch and for snacks

....

....

....

Activities

On Lessons 5&6

1. Underline the correct words in brackets (Vocabulary).

1. It's a good idea to try to (do – make – carry) some exercise three to five times a week.
2. Eating the right food is very important for our (health – vitamin – mineral).
3. We shouldn't eat too much sugar or (fat – fruit – vegetables).
4. It's important to drink lots of (tea – coffee – water).
5. Try not to develop unhealthy (habits – people – days).

2. Read the passage and answer the questions.

To lead a healthy life, we need a mixture of physical and mental activities. Physical activity is good for your body. It makes our muscles strong and helps us use up the calories we get from food. Mental activities are good for our brain. When you draw, paint, write, or play an instrument, you really focus on the creative activity, so you relax. Come to our three-day summer camp. Play sports and learn new skills. Make friends and have fun!

A. Answer the following questions:

1. What do we need to lead a healthy life? ……………………………………
2. What is the main idea of the passage? ……………………………………

A. Choose the correct answer.

3. (Mental – Physical – Mental and physical) activities are good for us.
4. Physical activities make us (rich– strong – weak).

3. Look and write a paragraph of four (4) sentences.



………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

Activities
On Unit 1

1. Underline the correct words in brackets (Vocabulary).

1. In the (lungs– solar– digestive), the oxygen in the air is passed to the blood.
2. When we move, we use our (stomach – bones – tongues) and muscles.
3. Muscles are (cut – attached – chewed) to our bones.
4. We (touch – taste – smell) with our nose.
5. We use sign language to (chew – swallow – communicate) with deaf people.
6. The family will (drink – tidy – guess) the lounge.

2. Rearrange.

1. heart - pumps - the body - **The** - around - blood.

....

2. to see – our – **We** – eyes – use.

....

3. Underline the correct words in brackets (Structure).

1. (Does – Is – Are) he busy now?
2. I don't (has – have – had) a car.
3. Mona and Sara (doesn't – isn't – don't) like painting.
4. Dalia (doesn't – aren't – isn't) lazy.
5. We (go – goes – going) to the park every day.
6. Nader (is – are – am) my friend.
7. My father (drive – drives – driving) me to school every day.
8. I usually (play - playing – plays) tennis.

4. Rewrite the following sentences using the words in brackets:

1. I like drinking cola. It's not healthy. (never)

....

2. Are you interested in films? (Do)

....

5. Correct the mistakes.

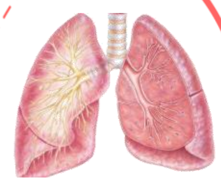
1. **Does** they walk to school?

....

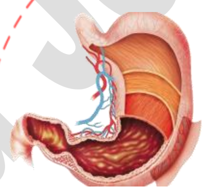
2. Samar **read** a story every Friday.

....

6. Supply the missing letters.


lu_ _s


b_ _es


sto_ac_


he_ _ing

7. Read and complete.

savory - bones - cerebellum - tongue

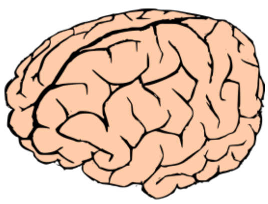
1. The .... protect our organs.
2. Some foods are sweet but others are ....
3. We taste with our ....
4. The .... controls movement and balance.

8. Look and write a paragraph of four (4) sentences.

....

....

....



9. Supply the missing parts in the following dialogue:

Mom : Where are you going, Maged?
Maged: I am going to the (1) ....
Mom : .... (2) ....?
Maged: By bus.
Mom : What will you do there?
Maged: I will (3) ....

10. Look and write.



listen – ears

....



Braille - invent

....

11. Read the passage and answer the questions.

The Paralympic Games is an international competition for athletes with disabilities. Like the Olympics, it takes place every four years, and is held in a different country each time. Parasports is an important area in sports, and Egypt has many athletes who take part in these competitions.

A. Fill in the blank boxes with (True) or (False).

1. The Paralympics takes place every day. (........................)
2. Parasports is an important area in sports. (........................)
3. Egypt has many athletes. (........................)

B. Answer the following questions:

4. What is the main idea of the passage? ....
5. Where is Paralympic games held? ....

12. Punctuate.

i like english and arabic

....